

# Greenfields Primary School

Hemsworth Way, Ellesmere Road, Shrewsbury, SY1 2AH

**Inspection dates** 18–19 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Most pupils make good progress and achieve well. In the Early Years Foundation Stage, children make good progress and most achieve the goals expected of them.
- Good progress continues in Key Stages 1 and 2. Despite an unusual dip in standards in 2011, attainment at the end of Key Stage 2 is once again well above average.
- Teaching and learning are good. Teachers use their subject knowledge well to ensure that pupils make good progress in reading, writing and mathematics.
- Teachers plan good lessons which have clear objectives and use a range of strategies to involve and engage the pupils. Teachers often make the learning more relevant by using news stories or current events as a stimulus.
- Behaviour is good and most pupils enjoy lessons. The school fosters a very positive ethos based on mutual respect and celebration of diversity. Pupils say they feel safe and the vast majority of pupils have positive attitudes to learning.
- Attendance is above average and pupils arrive at school on time.
- The high quality of leadership and management of the senior leadership team is driving improvement at a rapid pace. Morale is high and staff wholeheartedly agree that the school is well led and managed.

### It is not yet an outstanding school because

- Teachers sometimes spend too much time talking to the class.
- Not all marking gives pupils enough help to improve their work.
- Teaching assistants are not always deployed to best effect to support pupils' learning.

## Information about this inspection

- The inspectors observed 20 lessons taught by 13 teachers. In addition, they made a number of shorter visits to classrooms to evaluate the curriculum. Inspectors talked, both formally and informally, to the pupils, and scrutinised samples of their work.
- Inspectors met with representatives of the governing body, the headteacher and the members of staff with additional responsibilities, including those for mathematics and English. Discussions were held with a representative of the local authority.
- The views of 22 parents were analysed through the Parent View website. Other parents' views were sought at the start and end of the school day.
- Inspectors observed the school's work, examined the work in pupils' books, looked at records of behaviour, safeguarding policies, records of the monitoring of the quality of teaching and the school's plan for further development.

## Inspection team

David Evans, Lead inspector	Additional inspector
Jennifer Taylor	Additional inspector
Simon Camby	Additional inspector

## Full report

### Information about this school

- This is a larger-than-average primary school.
- The proportion of pupils at school action, school action plus and with statements of special educational needs is above average.
- The proportion of pupils who are known to be eligible for free school meals and for whom the school receives additional income (the pupil premium) is below average.
- The number of pupils who come from minority ethnic groups is well below average.
- Very few pupils speak English as an additional language.
- The school meets the current floor standards set by the government, which determines the minimum expectations for attainment and progress.

### What does the school need to do to improve further?

- Raise the quality of teaching by:
  - ensuring that teachers spend less time teaching whole-class and large-group discussions so that pupils have more time to work in smaller groups
  - making more consistent use of teaching assistants across the school to support pupils and to develop them as independent learners
  - making full use of marking to enable pupils to reflect upon and to improve their own work, and engaging pupils more regularly in reviewing their individual targets.

## Inspection judgements

### The achievement of pupils is good

- Children's attainment when they start in school is in line with that expected for their ages. They make good progress during their time in the Early Years Foundation Stage and this continues through Key Stages 1 and 2.
- Attainment at the end of Year 2 has generally been above average, but it dipped in 2011 partly because the monitoring and tracking of progress had not been as sharp. Leaders and managers introduced strategies to remedy the drop in standards and, as a result, over the last year attainment has risen in reading, writing and mathematics. A similar pattern of improvement can be seen in the results of national tests at the end of Key Stage 2 and, currently, pupils' attainment at the end of Year 6 is well above average.
- In the Early Years Foundation Stage, children are engaged in a wide range of activities and their knowledge of letters and sounds (phonics) is developing well through activities that promote speaking and listening as well as reading. The children's skills in recognising numbers and patterns are promoted well.
- In Key Stages 1 and 2, pupils are making good progress in reading, writing and mathematics. In the pupils' completed work, there is a good range of writing across the curriculum which allows them to practise and extend their skills.
- The progress of pupils known to be eligible for free school meals is carefully monitored, and clearly shows that the gap between their attainment and that of other pupils is closing. The additional funding is used well to provide additional support for these pupils.
- Disabled pupils and those who have special educational needs benefit from additional support and carefully modified tasks to ensure that they make good progress in line with their peers.

### The quality of teaching is good

- The quality of teaching is good overall. A few lessons required improvement and none was outstanding. Work in books suggests that this range is typical.
- Relationships are strong between pupils and staff. Pupils trust and respect their teachers.
- In almost all lessons, the interactive whiteboard is used effectively to engage pupils and extend their knowledge. Teachers are skilled at consolidating pupils' new learning through the use of well-chosen activities. Imaginative use is made of resources that capture pupils' attention and learning is often rapid. In most good lessons, skilful questioning engages pupils' interest and extends their knowledge quickly.
- Teachers have a resolute focus on raising standards. The curriculum favours learning in literacy and mathematics, but pupils also enjoy a wide range of other subjects and activities in the well-planned curriculum and these stimulate and deepen their interests. Lessons, visits, displays, and events support their social, moral, spiritual, and cultural development well.
- Marking in books varies from class to class. In the best examples seen, teachers give pupils clear guidance on how they can improve their work. In these lessons, pupils respond positively to this marking and often improve their work.

- Practical and enjoyable activities enthuse and engage pupils throughout the lessons and enhance their spiritual, moral, social and cultural development. In the best lessons, pupils work in small groups and develop their skills as independent learners, but staff sometimes miss opportunities to promote pupil discussions in small groups and pairs so as to push progress further.
- Pupils know what is expected of them and work hard to achieve this. However, staff do not refer to pupils' individual targets often enough. This limits pupils' understanding of learning, especially about how they can improve.
- Pupils at risk of not performing well, disabled pupils and those who have special educational needs are given a good level of tailored care because all staff understand them fully and meet their needs completely.
- Teaching assistants generally make valuable contributions to pupils' learning. However, there are a few instances where they are not used well enough to provide sufficient support to assist pupils' learning.

### **The behaviour and safety of pupils** are good

- Pupils' considerate and purposeful behaviour is a key feature of the school and contributes to its very happy atmosphere.
- Parents feel that effective strategies are applied consistently throughout school to manage behaviour in a positive fashion. Pupils are responsive to teachers' strategies when, for example, the noise level in a classroom is becoming too loud.
- Pupils are very courteous and helpful to one another throughout the school day. They demonstrate an exemplary level of friendly respect to all staff and adults in the school.
- Attendance is above average and pupils are consistently punctual in coming to school.
- Most pupils have positive attitudes to learning. They concentrate on their work and most persevere to complete tasks. In a few lessons, pupils lose interest because the teachers talk for too long.
- Pupils feel very safe at school and say incidences of any form of bullying are extremely rare. Pupils demonstrate positive attitudes to safety, including secure internet use.
- Pupils are inclusive in their attitudes to peers with different ethnic background or differing physical needs to themselves, which leads to a positive school environment.

### **The leadership and management** are good

- Senior leaders are effective in promoting good teaching and learning through training and setting targets for teachers. They evaluate the performance of the school and the quality of provision accurately and are fully aware of what aspects need to improve. For example, they acted swiftly to identify and address the dip in standards which occurred in 2011.
- Pupils are taught a broad range of subjects. They have many opportunities for reading and writing in various contexts. Various projects help to promote their spiritual, moral, social and cultural development well. These include the Darwin Award, which is an organised programme which recognises pupils' achievements in the areas of volunteering, physical challenge and learning new personal and social skills,

- With the senior leaders the headteacher has identified areas of strength and for improvement. For example, monitoring procedures have been sharpened considerably over the last year to focus rigorously on pupils' progress. Well-focused, good quality improvement plans guide the school in succeeding in its work. As a result, pupils' achievement, including that of disabled pupils and those who need extra help, has improved.
- The school's performance is monitored and evaluated effectively, which ensures improvement planning is clearly targeted in the right areas. Dips in performance, which are an exceptional occurrence, were tackled swiftly and successfully and consequently, achievement and attainment have improved, for example for boys and the most-able.
- **The governance of the school:**
  - is effective because the governing body receives a wide range of data and information through detailed reports from the headteacher and senior leaders, which it uses to establish where improvements can be made
  - is fully involved in the cycle of self-evaluation and the governing body challenges the school as a critical friend
  - governors have good opportunities to visit lessons and check the quality of the pupils' work
  - governors carry out a range of checks to make sure that the school's arrangements for keeping the pupils safe are comprehensive.
- The local authority provides low level support for this effective school and knows the school's strengths and areas for development.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	123446
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	395642

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	368
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Houlton
<b>Headteacher</b>	Andrew Morris
<b>Date of previous school inspection</b>	4 November 2008
<b>Telephone number</b>	01743 236397
<b>Fax number</b>	01743 240866
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